

**Creating Text Dependent Questions**

**Lesson Planning Notes and Ideas**

**Text:**

**Standards Addressed:**

**Notes:**

**First Reading:**

What is my plan for the first reading?

For what do I need to purposefully plan as my students grapple with this text?

What supports and scaffolds do my students need during the first reading of the text?

**Notes:**

**Second reading:**

How can I encourage my students to do a deep second draft reading of the text?

How can I help students see the relevance of a second reading?

What modeling do I need to do to instruct my students during this second reading?

**Notes:**

**Vocabulary:**

Most of the vocabulary words should be determined from context through the first and second draft reading. Careful and strategic planning is needed to decide which academic vocabulary words need instruction in order to advance academic progress, choosing only a few words for close study.

**Vocabulary:**

**Text Dependent Questions:**

These are a small set of concise and scaffolded text dependent questions which are pre-planned to support comprehension of the text and prepare students for the completion of a culminating task.

**Questions:**

**Culminating Task:**

This task should include students’ use of speaking, listening and writing to share their comprehension of the text.

**Task:**

**Classroom context to consider:**

Consider UDL and scaffolds needed for readers, text and tasks.

**Notes:**